

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

<p>Key knowledge and skills</p> <p>Geography <i>Big ideas: Location, diversity, impact</i></p> <p>Question: Where are the hot and cold areas of our school?</p> <p>Local area study - hot and cold areas of the school COMMUNITY CONSOLIDATION – year 1 place knowledge – similarities and differences of local area</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> Find out that countries near the equator are hotter than those further away, including the UK. (LOCATION, DIVERSITY, IMPACT) Use maps and atlases to locate different countries proximity to the equator. (LOCATION) Understand and explain why a country is hot or cold based on its location on Earth. (LOCATION, DIVERSITY, IMPACT) <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Recognise key physical features of the school and its surrounding environment (LOCATION, DIVERSITY) Use geographical language to describe parts of the school and the temperatures they experience in them. (LOCATION, DIVERSITY, IMPACT) Recognise key human features of the school and its surrounding environment. (LOCATION, DIVERSITY) 	<p>Key knowledge and skills</p> <p>History <i>Big ideas: chronology, innovation & impact</i></p> <p>Key Question: Who was Scott? <i>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</i></p> <ul style="list-style-type: none"> Know who Robert Scott was. (chronology) Know what exploration is. Understand why Robert Scott explored the Antarctic (impact). Understand that exploration to the poles now and then is different. (innovation) <p>Computing (see separate planning) <i>Big ideas: coding, design & online safety</i></p> <p>Making music</p> <ul style="list-style-type: none"> Explore, edit and combine sounds using 2Sequence. (design) Improve a tune and make music based around a feeling. (design) Compose background music for a video. (design) <p>Science <i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: What different habitats are there on planet Earth and what lives in each habitat?</p> <ul style="list-style-type: none"> Talk about common animals, naming them from pictures. (observation, explanation)
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Key skills: Fieldwork

- Use a simple compass points and instructions to direct a partner to different areas of the school. **(LOCATION)**
- Recognise the school and grounds using plan perspectives, identifying features. **(LOCATION, DIVERSITY)**
- Ask geographical questions – Where is it? What is this place like? How near/far is it?
- Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. **(LOCATION, DIVERSITY, IMPACT)**
- Share findings in a clear, concise way and draw conclusions from what they have found out. **(LOCATION, DIVERSITY, IMPACT)**

Art

Big ideas: inspiration, experimentation & expression

- Choose whether to use medium or small brushes when crosshatching, hatching, dry brushing, brush ruling a straight line, scumbling a layer of broken, speckled, or scratchy colour or stippling **(experimentation, expression)**
- Know that a colour wash is a visual arts technique resulting in a semi-transparent layer of colour. **(experimentation, expression)**
- Paint with a variety of tools for a specific effect including producing a colour wash and adding texture **(experimentation, expression)**
- Use different types of paint, powder, poster and watercolours appropriate to the task. **(experimentation, expression)**

Oracy

To ask lots of different types of questions to find things out.
To explain things using a sentences with 'because' or 'when'.
To explain how I solved a problem.
To listen carefully in a group and take turns in a discussion.
To talk about what I think will happen next.
To talk to others and stay on topic.
Sharing information about their animal – keeping to key points
Comparison – justifying reasoning

- Recognise similarities and differences in animals. **(observation)**
- Know the basic needs of an animal **(explanation)**
- Know that animals live in habitats to which they are suited **(explanation)**
- Know how animals adapt to their environment **(explanation)**

SC1:

- Ask simple questions and recognise that they can be answered in different ways
- Identify and classify
- Use their observations and ideas to suggest answers to questions

DT

Big ideas: Design, problem solving, skills & expertise

- Identify a purpose for what they intend to design and make, working to a specific design criteria. **(design, problem solving)**
- Design functional and appealing products for themselves and other users, such as a moving Christmas card based on design criteria. **(design, problem solving)**
- Draw on their own and others' experiences to generate their ideas and solve any problems. **(design, problem solving)**
- Use talk, pictures, labelled drawings and templates to model and communicate ideas. **(design)**
- Use the correct vocabulary to name and describe the tools and materials they are using. **SCIENCE (skills and expertise)**
- Measure, cut and fold materials including card, paper and fabric with some accuracy. **(problem solving, skills and expertise)**
- Use tools and equipment with some guidance, safely and appropriately **(problem solving, skills and expertise)**
- Explore more permanent joining techniques such as stapling and gluing, in order to make a product with some stability and structure. **(problem solving, skills and expertise)**

Key vocabulary:

Geography, country: continent, ocean, Polar Regions, map, key, data, equator, climate, temperature

watercolour, washes, backgrounds, effect, semi-transparent, powder, poster paint, tools, paint consistency, scumbling, dry brushing, colour wheel, cold and warm palette, blending, merge colours, hue

Adaptation, habitats, micro habitat, adaptability, food, nutrition, needs, features, habitat, environment, suitability

Mechanisms, lever, slider, explore, functional, appealing, design criteria, equipment, cut, shape, join, finish, select, materials, characteristics, axles, model, structure

Previous linked learning to consolidate: Human and physical features of the local area – Year 1 'Home and away'

What comes next? Describe and understand key aspects of physical geography –Year 3 'Down by the riverside'